

### Reading

**RL.3.1/RI.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.2:** Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RL.3.7:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., created mood, emphasize aspects of a character or setting).

**RL.3.9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**RL.3.10/RI.3.10:** By the end of year, read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

### Writing

**W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

(a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

(b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

(c) Use temporal words and phrases to signal event order.

(d) Provide a sense of closure.

**W.3.4:** With support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.

### Other Literacy Goals

**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.

(b) Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion).

(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

(d) Explain their own ideas and understanding in light of the discussion.

**SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

(g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

**L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(b) Use commas in addresses.

(g) Consult reference materials, including beginning dictionaries, as needed to check correct spellings.

(e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

(f) Use spelling patterns and generalizations in writing words (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts).

**L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

(a) Use sentence-level context as a clue to the meaning of a word or phrase.

**L.3.5:** Demonstrate understanding of word relationships and nuances in word meanings.

(b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

**L.3.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## Third Grade Unit 1 Quarter 1 *Stories Worth Tell- ing Again and Again*

### **Social Studies - Culture**

**3.C.1: Understand how diverse cultures are visible in local and regional communities.**

3.C.1.1: Compare languages, foods and traditions of various groups living in local and regional communities.

3.C.1.2: Exemplify how various groups show artistic expression within the local and regional communities.

3.C.1.3: Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).

Third Grade

Unit 1

Quarter 1

*Stories Worth Telling Again and Again*

### **Science**

#### **Structures & Functions of Living Organisms**

**3.L.1: Understand human body systems and how they are essential for life: protection, movement and support.**

3.L.1.1: Compare the different functions of the skeletal and muscular system.

3.L.1.2: Explain why skin is necessary for protection and for the body to remain healthy.

### **Information and Technology Skills**

**3.SE.1: Understand issues related to the safe, ethical, and responsible use of information and technology resources.**

3.SE.1.1: Understand the guidelines for responsible use of technology hardware.

3.SE.1.2: Understand ethical behavior (copyright, not plagiarizing, netiquette) when using resources.

3.SE.1.3: Understand internet safety precautions (personal information, passwords, etc.).

### Reading

**RL.3.1/RI.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RI.3.5:** Use text features and search tools to locate information relevant to a given topic efficiently (e.g., key words, sidebars, hyperlinks).

**RI.3.7:** Use information gained from illustrations (e.g., maps and photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.

**RL.3.10/RI.3.10:** By the end of year, read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

### Writing

**W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

(a) Introduce a topic and group related information together; including illustrations when useful to aid comprehension.

(b) Develop the topic with facts, definitions, and details.

(c) Use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but).

(d) Provide a concluding statement or section.

**W.3.4:** With support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.7:** Conduct short research projects that build knowledge about a topic.

**W.3.8:** Recall relevant information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence in provided categories.

**W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.

### Other Literacy Goals

**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (Ongoing-See a-d)

**SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(a) Capitalize appropriate words in titles.

(e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

(f) Use spelling patterns and generalizations in writing words (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts).

**L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

(a) Choose words and phrases for effect.

(b) Recognize and observe differences between the conventions of spoken and written standard English.

Third Grade

Unit 2

Quarter 2

Inspired by the Sea

### Social Studies-Geography

**3.G.1: Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).**

3.G.1.1: Find absolute and relative locations of places within the local community and region.

3.G.1.2: Compare the human and physical characteristics of places.

3.G.1.3: Exemplify how people adapt to, change and protect the environment to meet their needs.

3.G.1.4: Explain how the movement of goods, people and ideas impact the community.

3.G.1.5: Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).

3.G.1.6: Compare various regions according to their characteristics.

### Science—Earths Systems, Structures and Process and Ecosystems

**3.E.2: Compare the structures of the Earth's surface using models or three-dimensional diagrams.**

3.E.2.1: Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).

3.E.2.2: Compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.

**3.L.2: Understand how plants survive in their environments.**

3.L.2.1: Remember the function of the following structures as it relates to the survival of plants in their environments:

- Roots – absorb nutrients
- Stems – provide support
- Leaves – synthesize food
- Flowers – attract pollinators and produce seeds for reproduction

3.L.2.2: Explain how environmental conditions determine how well plants survive and grow.

3.L.2.3: Summarize the distinct stages of the life cycle of seed plants.

3.L.2.4: Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants.

Third Grade

Unit 2

Quarter 2

*Inspired by the Sea*

### Information and Technology Skills

**3.IN.1: Apply strategies that are appropriate when reading for enjoyment and for information.**

3.IN.1.1: Use visual and literacy cues to locate relevant information in a given text (e.g., bold print, italics, bullets, etc).

3.IN.1.2: Compare the characteristics of genres to develop diverse reading habits.

### Reading

**RL.3.1/RI.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**RI.3.5:** Use text features and search tools to locate information relevant to a given topic efficiently (e.g., key words, sidebars, hyperlinks).

**RI.3.7:** Use information gained from illustrations (e.g., maps and photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**RL.3.10/RI.3.10:** By the end of year, read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

### Writing

**W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

(a) Introduce a topic and group related information together; including illustrations when useful to aid comprehension.

(b) Develop the topic with facts, definitions, and details.

(c) Use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but).

(d) Provide a concluding statement or section.

**W.3.4:** With support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**W.3.7:** Conduct short research projects that build knowledge about a topic.

**W.3.8:** Recall relevant information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence in provided categories.

**W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.

### Other Literacy Goals

**RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

(b) Decode words with common Latin suffixes.

(c) Decode multi-syllable words.

(d) Read grade-appropriate irregularly spelled words.

**RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.

(a) Read on-level text with purpose and understanding.

(b) Read on-level prose and poetry orally with accuracy, at the appropriate rate, and with expression on successive readings.

(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SL.3.1:** Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (Ongoing-See a-d)

**SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL.3.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

(b) Form and use regular and irregular plural nouns.

(c) Use abstract nouns (e.g., childhood).

(d) Form and use regular and irregular verbs.

(h) Use coordinating and subordinating conjunctions.

(i) Produce simple, compound, and complex sentences.

**L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(c) Use commas and quotation marks in dialogue.

(e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

(f) Use spelling patterns and generalizations in writing words (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts).

Third Grade

Unit 3

Quarter 2

Creative, Inventive  
and Notable People

### Social Studies—History

**3.H.1: Understand how events, individuals and ideas have influenced the history of local and regional communities.**

3.H.1.1: Explain key historical events that occurred in the local community and regions over time.

3.H.1.2: Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.

3.H.1.3: Exemplify the ideas that were significant in the development of local communities and regions.

**3.H.2: Use historical thinking skills to understand the context of events, people and places.**

3.H.2.1: Explain change over time through historical narratives. (events, people and places).

3.H.2.2: Explain how multiple perspectives are portrayed through historical narratives.

### Information and Technology Skills

**3.SI.1: Categorize sources of information for specific purposes.**

3.SI.1.1: Classify various types of resources as appropriate or inappropriate for purposes.

3.SI.1.2: Classify resources as reliable or not reliable.

**3.TT.1: Use technology tools and skills to reinforce classroom concepts and activities.**

3.TT.1.1: Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).

3.TT.1.2: Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

3.TT.1.3: Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

Third Grade

Unit 3

Quarter 2

*Creative, Inventive  
and Notable People*



### Reading

**RL.3.1/RI.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.7:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., created mood, emphasize aspects of a character or setting).

**RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**RI.3.6:** Distinguish their own point of view from that of the author of a text.

**RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, and first/second/third in a sequence).

**RL.3.10/RI.3.10:** By the end of year, read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

### Writing

**W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

(a) Introduce topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

(b) Provide reasons that support the opinion.

(c) Use linking words and phrases to connect opinion and reasons (e.g., because, therefore, since, for example).

(d) Provide a concluding statement or section.

**W.3.4:** With support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.

### Other Literacy Goals

**RF.3.3(a)** Identify and know the meaning of the most common prefixes and derivational suffixes..

**RF.3.3(c)** Decode multi-syllable words.

**RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.

(a) Read on-level text with purpose and understanding.

(b) Read on-level prose and poetry orally with accuracy, at the appropriate rate, and with expression on successive readings.

(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (Ongoing-See a-d)

**SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

(f) Use spelling patterns and generalizations in writing words (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts).

**L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

(d) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**L.3.5(c)** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

## Third Grade

### Unit 4

### Quarter 3

## The People, the Preamble and the Presidents

## Social Studies –Civics and Governance

### **3.C&G.1: Understand the development, structure and function of local government.**

3.C&G.1.1: Summarize the historical development of local governments.

3.C&G.1.2: Describe the structure of local government and how it functions to serve citizens.

3.C&G.1.3: Understand the three branches of government, with an emphasis on local government.

### **3.C&G.2: Understand how citizens participate in their communities.**

3.C&G.2.1: Exemplify how citizens contribute politically, socially and economically to their community.

3.C&G.2.2: Exemplify how citizens contribute to the well-being of the community's natural environment.

3.C&G.2.3: Apply skills in civic engagement and public discourse (school, community).

Third Grade

Unit 4

Quarter 3

The People, the Preamble and the Presidents



### Reading

**RL.3.1/RI.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.2:** Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**RL.3.4:** Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RL.3.5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**RL.3.10/RI.3.10:** By the end of year, read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

### Writing

**W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

(a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

(b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

(c) Use temporal words and phrases to signal event order.

(d) Provide a sense of closure.

**W.3.4:** With support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.

### Other Literacy Goals

**RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

(b) Decode words with common Latin suffixes.

**RF.3.4(b)** Read on-level prose and poetry orally with accuracy, at the appropriate rate, and with expression on successive readings.

**RF.3.4(c)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SL.3.1:** Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (Ongoing-See a-d)

**SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**L.3.1(e)** Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).

**L.3.1(h)** Use coordinating and subordination conjunctions.

**L.3.2(d)** Form and use possessives.

**L.3.2(e)** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

**L.3.2(f)** Use spelling patterns and generalizations in writing words (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts).

**L.3.4(b)** Determine the meaning of the new words formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, car/careless, heat/preheat).

**L.3.4(c)** Use known root word as a clue to the meaning of an unknown word with the same root (i.e., company. Companion).

**L.3.5(a)** Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

## Third Grade

### Unit 5

### Quarter 3

## *A Feast of Words on a Planet Called Earth and Beyond*

## Science

### Forces and Motion

#### **3.P.1: Understand motion and factors that affect motion.**

3.P.1.1: Infer changes in speed or direction resulting from forces acting on an object.

3.P.1.2: Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.

3.P.1.3: Explain the effects of earth's gravity on the motion of any object on or near the earth.

## Science

### Earth in the Universe

#### **3.E.1: Recognize the major components and patterns observed in the earth/moon/sun system.**

3.E.1.1: Recognize that the earth is part of a system called the solar system that includes the sun (a star), planets, and many moons and the earth is the third planet from the sun in our solar system.

3.E.1.2: Recognize that changes in the length and direction of an object's shadow indicate the apparent changing position of the Sun during the day although the patterns of the stars in the sky, to include the Sun, stay the same.

Third Grade

Unit 5

Quarter 3

*A Feast of Words on a  
Planet Called Earth  
and Beyond*

## Information and Technology Skills

#### **3.SI.1: Categorize sources of information for specific purposes.**

3.SI.1.1: Classify various types of resources as appropriate or inappropriate for purposes.

3.SI.1.2: Classify resources as reliable or not reliable.

#### **3.TT.1: Use technology tools and skills to reinforce classroom concepts and activities.**

3.TT.1.1: Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).

3.TT.1.2: Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

3.TT.1.3: Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

#### **3.RP.1: Apply a research process as part of collaborative research.**

3.RP.1.1: Implement a research process by collaborating effectively with other students.

### Reading

**RL.3.1/RI.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RL.3.6:** Distinguish their own point of view from that of the narrator or those of the characters.

**RL.3.10/RI.3.10:** By the end of year, read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

### Writing

**W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

(a) Introduce topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

(b) Provide reasons that support the opinion.

(c) Use linking words and phrases to connect opinion and reasons (e.g., because, therefore, since, for example).

(d) Provide a concluding statement or section.

**W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.

### Other Literacy Goals

**RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.

(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SL.3.1:** Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (Ongoing-See a-d)

**SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details., speaking clearly at an understandable pace.

**SL.3.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**L.3.1(f)** Ensure subject-verb and pronoun-antecedent agreement.

**L.3.1(i)** Produce simple, compound, and complex sentences.

**L.3.2(e)** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

**L.3.2(f)** Use spelling patterns and generalizations in writing words (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) .

Third Grade

Unit 6

Quarter 4

*Fantastic Adventures*  
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*and Giants*

## Social Studies

### Economics and Financial Literacy

**3.E.1: Understand how the location of regions affects activity in a market economy.**

3.E.1.1: Explain how location impacts supply and demand.

3.E.1.2: Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).

**3.E.2: Understand entrepreneurship in a market economy.**

3.E.2.1: Explain why people become entrepreneurs.

3.E.2.2: Give examples of entrepreneurship in various regions of our state.

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## Science

### Matter, Properties and Change

**3.P.2: Understand the structure and properties of matter before and after they undergo a change.**

3.P.2.1: Recognize that air is a substance that surrounds us, takes up space and has mass.

3.P.2.2: Compare solids, liquids, and gases based on their basic properties.

3.P.2.3: Summarize changes that occur to the observable properties of materials when different degrees of heat are applied to them, such as melting ice or ice cream, boiling water or an egg, or freezing water.

### Energy: Conservation and Transfer

**3.P.3: Recognize how energy can be transferred from one object to another.**

3.P.3.1: Recognize that energy can be transferred from one object to another by rubbing them against each other.

3.P.3.2: Recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer.

### Healthful Living

#### **3.MEH.1: Understand positive stress management strategies.**

3.MEH.1.1 : Explain how self-control is a valuable tool in avoiding health risks.

3.MEH.1.2: Classify stress as preventable or manageable.

#### **3.MEH.2: Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.**

3.MEH.2.1: Identify common sources for feelings of grief or loss.

3.MEH.2.2: Summarize how to seek resources for assistance with feelings of grief or loss.

#### **3.PCH.1: Understand wellness, disease prevention, and recognition of symptoms.**

3.PCH.1.1: Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health .

3.PCH.1.2: Classify behaviors in terms of whether they do or do not contribute to healthy living.

#### **3.PCH.2: Apply measures for cleanliness and disease prevention.**

3.PCH.2.1: Recognize plaque and lack of dental hygiene result in gum disease and cavities.

3.PCH.2.2: Implement proper flossing to prevent tooth decay and gum disease.

#### **3.PCH.3: Understand necessary steps to prevent and respond to unintentional injury.**

3.PCH.3.1: Use methods for prevention of common unintentional injuries.

3.PCH.3.2: Summarize methods that increase and reduce injuries in and around water.

3.PCH.3.3: Summarize the dangers of weapons and how to seek help if a weapon or firearm is found.

3.PCH.3.4: Implement a plan to escape fire at home while avoiding smoke inhalation.

#### **3.ICR.1: Understand healthy and effective interpersonal communication and relationships.**

3.ICR.1.1: Summarize qualities and benefits of a healthy relationship.

3.ICR.1.2: Plan how to show compassion for all living things and respect for other people's property.

3.ICR.1.3: Illustrate how to seek help from an adult if a weapon is found or a threat is communicated.

3.ICR.1.4: Illustrate how to effectively and respectfully express opinions that differ.

3.ICR.1.5: Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships.

#### **3.NPA.1: Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.**

3.NPA.1.1: Use MyPlate to eat a nutritious breakfast each morning.

3.NPA.1.2: Check the Food Facts Label to determine foods that are low in sugar and high in calcium.

3.NPA.1.3: Plan activities for fitness and recreation during out of school hours .

#### **3.NPA.2: Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.**

3.NPA.2.1: Identify the sources of a variety of foods.

3.NPA.2.2: Categorize beverages that are more nutrient dense.

3.NPA.2.3 : Recognize appropriate portion sizes of foods for most Americans.

#### **3.ATOD.1: Understand how to use household products and medicines safely.**

3.ATOD.1.1: Identify examples of medications that help individuals with common health problems.

3.ATOD.1.2: Recall rules for taking medicine at school and at home.

#### **3.ATOD.2: Apply strategies involving risk-reduction behaviors to protect self and others from the negative effects of alcohol, tobacco, and other drugs.**

3.ATOD.2.1: Use refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs.

3.ATOD.2.2: Identify ways of refusing to ride in vehicles driven by someone who has been using alcohol.

## Third Grade Healthful Living Content